

# KENTUCKY Adult Education



*Your future starts here!*

## Professional Development Handbook

July 1, 2015- June 30, 2016

Registration begins July 31, 2015.



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# Welcome!

Welcome to the 2015-16 Kentucky Adult Education (KYAE) Professional Development (PD) Handbook.

This guide provides information on:

- Annual required in-service PD for all program directors and for instructors working 200+ hours a year
- Optional Professional Growth Opportunities (Electives)
- Tuition reimbursement for optional college courses approved by KYAE
- PD tools and links to their location

**All program directors and instructors should review the PD requirements in this PD Handbook prior to registering.**

**Registration begins July 31, 2015. KYAE will begin tracking compliance in October 2016.**

## Purpose

Great teachers create great students. The goal of the KYAE annual professional development (PD) model is to promote high student achievement and equip over 30,000 students each year for college and the 21st century workplace.

The key to student success is teacher quality. An inspiring and informed teacher is the most important program-related factor influencing student achievement. Through its PD model, KYAE provides opportunities for the state's 700+ teachers to perfect their craft as practitioners through trainings based on the latest research in their content areas and by stretching their skill sets and strategies in the classroom. The models annual online trainings, blended institutes, and instructional assistance visits provide instructors with the opportunity to critically examine their methods and practice and adjust their techniques as they learn more.

## General PD Information

The individual's primary assignment, hours per year and experience in a KYAE program, determine the type and amount of in-service PD requirements. Degrees, certifications, and adult education experience in other states, do **not** determine PD requirements.

- KYAE does not permit substitutions for required PD.
- To fulfill professional development requirements, participants must attend and complete all required professional development events and activities.

**Part-time New Instructors and Experienced Instructors** that work **less than 200 hours/year** have **no** annual PD requirement. See 2015-16 annual requirements pages 10-16.

**Program Directors** must meet the annual PD requirement for program directors regardless of their number of working hours per year.

**Assistant Program Directors/Instructors** must meet the PD requirements for instructors.

**Assistant Program Directors** who do not provide instruction do not have a PD requirement. However, if the assistant program director **substitutes** for instructors for more than 199 hours per year, s/he shall also be required to complete the annual PD requirement for instructors.

**Academic Assistants** may not instruct or tutor students if the instructor is not present. Therefore, Academic Assistants have no PD requirement. However, if the program determines the same PD for instructors will benefit the academic assistants and the program has sufficient resources to send them to PD, they may participate **provided room is available**.

**Administrative Assistants** have no PD requirements.

## PD Compliance

Pursuant to the local provider's contract with Kentucky Adult Education (KYAE) for the provision of adult education services, the local provider is required to operate a program in compliance with the provisions of the Kentucky Adult Education Standard Operating Policies and Procedures Manual. The manual states that certain staff shall meet certain professional development requirements as outlined in KYAE's Professional Development Handbook. Should the provider fail to meet this requirement, a **Notice of Noncompliance** as a component of demonstrated effectiveness will be filed in the program file and will be considered in any evaluation of the program's performance.

## Successful Completion of PD Requirements

See the course syllabus for specifics on all pre-work, activities, and assignments. A link to the syllabus is included in the course description in this PD Handbook.

Unless otherwise directed by the course facilitator, pre-work must be completed **one week** before the first face-to-face training or first week of the online work. This is so the facilitator may formatively assess the pre-work before the face-to-face event.

To fulfill PD requirements, participants must attend/complete all required PD events and activities. Program directors must ensure that all staff persons meet annual PD requirements. See pages 10-16.

The training facilitator determines if the instructor has satisfactorily completed the course activities and notes the completion in the course.

KYVL/ANGEL sends **automatic notices** to instructors whenever their status in a course changes from "Enrolled" to "Completed", "Dropped by Provider", etc. The change also appears in the **PD Activity Report** on the KYAE student data management site, [KAERS](#) (Kentucky Adult Education Reporting System).

# PD Process Tools and Contacts

Links to the **2015-16 PD Handbook** and related materials are available at the **Professional Development** section of the **KYAE website** at <http://kyae.ky.gov/educators/PD201516.htm>:

- [2015-16 KYAE Professional Development Calendar and Facilitators](#)--lists the events, dates, locations (for face-to-face) and facilitators' contact information
- 2015-16 KYAE-Approved Conferences and Webinars--lists state and national conferences approved by KYAE for use as an elective (See the 2015-16 Approved Conferences and Webinars list on page 40.)
- [2015-16 PD Announcements](#)—are first sent out to the field and then posted to the website
- [Kentucky eLearning Portal \(ANGEL\)](#) login (See Details on pages 7-8.)
- 2015-16 PD forms:
  - [College Course Request for Approval Form](#)
  - [Conference Attendance Approval Form](#)
  - [Local Orientation for New Instructors Form](#)
  - [Local Professional Development Request for Approval Form](#)
  - [Professional Development Exemption Request Form](#)

## **Details:**

1. The **PD Handbook** provides the information for the KYAE PD process:
  - Annual PD requirements for all KYAE instructional staff and program directors
  - Course classification (required, optional professional growth opportunity elective, mini-tutorial), format (online, face-to-face, blended)
  - Links to course **syllabi** with a full description of activities, deadlines, and face-to-face event logistics
2. The [KYAE Course Catalog](#) is the registration site for PD and online courses. Courses are arranged in the following column headers: course code, section number, and title.
3. [KAERS](#) (Kentucky Adult Education Reporting System) is the KYAE data management site where programs enter new students and instructional staff. For PD purposes, after new hires are entered into KAERS, they will be sent a user identification and password to the [Kentucky eLearning Portal \(ANGEL\)](#). See below for further instructions on how to register.
4. The **KAERS PD Activity Report** tracks each local program's KYAE PD enrollment and completion status. KYVL/ANGEL sends automatic notices to instructors upon their successful enrollment in a course and whenever their status in a course changes from "Enrolled" to "Completed", "Dropped by Provider", etc. **Instructors should frequently use the PD Activity Report in the KAERS data system to check their PD status.**
5. Requests to change status should be addressed to the **course facilitator**. (See the course description in this PD Handbook or the [2015-16 PD Calendar and Facilitators](#) document.) **KYAE staff does not provide PD status information or enroll participants.**
6. The **Kentucky eLearning Portal (ANGEL)** is the KYAE learning management system. ANGEL is used to provide a rich learning environment for KYAE participants. The online environment makes it easier for participants to network, access course resources, and discuss questions raised during the course. Participants will go to this site to access their online courses once they've completed the registration process. Log in at [www.kyvae.org](http://www.kyvae.org). Even if a particular course is housed on a different platform, a link to instructions about accessing the course will still appear on the participants' ANGEL home page. **New instructors may want to read this document by [clicking here](#), which provides a short introduction to getting started with ANGEL.**



7. **PD Contacts:** Facilitators and their contact information appear with the course information in this PD Handbook and on the [2015-16 KYAE Professional Development Calendar and Facilitators](#) document.
8. If a participant cannot login to the KYVL/ANGEL system or has forgotten the username/password, please contact Donna Potter (502) 573-5114, ext. 121, [Donna.Potter@ky.gov](mailto:Donna.Potter@ky.gov); or Gayle Box (ext. 353), [Gayle.Box@ky.gov](mailto:Gayle.Box@ky.gov).

## How to Register

### **Steps:**

#### **Registration begins July 31, 2015.**

- A. Identify your annual PD requirements according to your scheduled number of hours for the current program year (July 1-June 30).
- B. Select the dates (and location, if a face-to-face-event) for your required PD courses.
- C. Contact the facilitator if you have questions about the course.
- D. Make sure you are in active status in KAERS (see Details #1). Returning instructional staff will use the same username and password from the previous year unless they work for a different county program (see Details #2 and #5).
- E. Register for each course using the KYAE Course Catalog.
- F. Make sure you are registered for the correct course (see Details #3). If you registered for the wrong course, contact the course facilitator to remove your name from the roster. Return to the KYAE Course Catalog to register for the correct course.
- G. Login at your ANGEL home page, follow the links to your courses for further instructions from the facilitator (see Details #4 and #5). Courses not scheduled to begin until a later date will only have a welcome message instead of course content. Courses managed on a different platform will have a welcome message from the course facilitator that they will be contacting them by e-mail the week the course is scheduled to begin with instructions to the other platform.
- H. Course facilitators will e-mail participants with a welcome the week an online or blended course will begin. If no welcome is received, contact the facilitator.

### **Details:**

1. **Active Status in KAERS** – The program director or the appropriate staff **enters** instructors in the KAERS database system which automatically places them in **active status**. The e-mail address entered in KAERS for instructors will be used for **all notices** about their PD courses, etc.
2. **Username and Password for the Kentucky Virtual eLearning Portal** –All **active** staff in KAERS will be sent electronically their username and password to their e-mail address entered in the KAERS system. They will need this to register for their PD. If instructors became active in KAERS recently and did not receive their username and password, check in KAERS to make sure they are assigned to a location.
3. Use the [KYAE Course Catalog](#) to register for an institute, KYAE online courses, and optional professional growth opportunities electives. After registering for a course, registrants will receive an e-mail from the Kentucky Virtual Campus (KYVC) indicating that they have been enrolled in the course that they registered for. If the course is facilitated, registrants will also receive an e-mail from the course facilitator with further instructions.
4. Unless otherwise notified by the facilitator, participants will go to the following website: <http://www.kyvae.org> to begin the course. New users will be prompted to change their password the first time they log into the system. After a successful login, the course(s) will show up on the left

hand side of the ANGEL page under "My Courses".

The screenshot displays the KYC Kentucky Virtual eLearning Portal. The header features the KYC logo and the text "Kentucky Virtual eLearning Portal". Navigation links include "Home" and "Log Off". A user greeting "Welcome, Elizabeth Kuhn" is visible in the top right. The main content area is divided into several sections: "My Courses" lists a course titled "KYAE Common Core Standards, English/Language Arts (Fall 2011)" with a role of "Course Editor AEED\_8888\_KYAE\_115\_LC3" and instructor "Dawn Hanzel"; "Resources Available" includes links to "Kentucky Virtual Library" and "Online Bookstores"; "My Applications" has a link to "Access vCN"; "My Information" includes links to "Update Personal Information" and "Check My Course Section Requests"; "Tools" lists "24/7 Help Desk", "Coordinator Videos", "Instructor Videos", and "Provider Admin Videos"; and "Of the Day" features a "Quote of the Day" and "This Day in History", both provided by "The Free Dictionary". The footer contains copyright information for 2008, the address "1024 Capital Center Drive | Frankfort, KY 40601", and contact numbers "Phone: 877-740-4357 | Fax: 502-573-0222". The browser status bar at the bottom shows "Internet" and "100%" zoom.

5. If a participant cannot log in to the KYVL/ANGEL system or has forgotten the username/password, please contact Donna Potter (502) 573-5114, ext. 121, [Donna.Potter@ky.gov](mailto:Donna.Potter@ky.gov); or Gayle Box (ext. 353), [Gayle.Box@ky.gov](mailto:Gayle.Box@ky.gov).



# KYAE Expectations of Program Directors

## **Program directors are expected to:**

- Ensure all program staff persons meet the annual PD requirements. This includes monitoring an instructor's total number of hours, which may fluctuate during the year, and adjusting their PD plan accordingly.
- Ensure all instructors have an "active" status in KAERS.
- Explain to instructors their PD requirements and guide them through the requirements and options available under the KYAE PD model; direct them to the KYAE Professional Development Handbook or the course facilitator.
- Assist new instructors with getting their ANGEL username and password, using the [KYAE Course Catalog](#) and registering for required courses. This information is covered on Pages 6-7.
- Ensure that instructors registering for a World Education course **successfully complete** the course. The program will be responsible for the tuition (approximately **\$250/course/participant**) for any non-exempt withdrawals. KYAE is authorized to recover education assistance funds expended if:
  - The course(s) is (are) dropped, regardless of cause, without prior approval of the appointing authority or his/her designee.
  - The employee resigns/retires or is dismissed for cause prior to completion of a six-month service obligation after completion of the course or during the course.

## **Program directors are expected to be instructional leaders by leading and supporting in:**

- Modeling and setting the highest standard for best practice among their instructors; ensuring the highest quality instruction
- Realizing full implementation of standards-based instruction
- Integrating instructional technology
- Fostering instructor effectiveness through building knowledge-base, and professionalism
- Nurturing an environment of professional growth, collaborative learning and participative decision-making
- Engaging students through instruction relevant to their life experiences
- Empowering students to achieve next steps
- Analyzing data and using it to guide instructional practice
- Providing constructive feedback and reinforcement to advance continuous improvement

# 2015-16 Professional Development Requirements

## A. Experienced and New Program Directors

### Experienced and New Program Directors

**1. 2015-16 Program Directors Institute: Building on Your Strengths.** *For Planning Purposes: 27.5 Total Hours; see below.*

*In addition* to the above requirement all **NEW** directors will complete the following courses within the **first 120 days of hire**:

- 2. Orientation to Adult Education** (online, 4-6 hours; see details on page 11)
- 3. Introduction to the Online TABE** (online, 3-5 hours; see details on page 12)
- 4. GED Ready™ Test** (online, 4-6 hours; see details on page 12)

And the following course within **first 12 months** of hire:

- 5. Standards-Based Instruction: Putting It All Together** (online, 12 hours, see Details on page 13)

*For Planning Purposes: New program directors should plan for 67.5 Total Hours of PD.*

### 2015-16 Program Directors Institute: Building on Your Strengths- Course Code: KYAE183

- Blended, 27.5 hours, [Syllabus](#)
- Facilitator: Lori Looney, MSU, (606) 783-9377, [l.looney@moreheadstate.edu](mailto:l.looney@moreheadstate.edu)

**Purpose:** This institute will equip program directors with practical tools to cultivate effective instructional leaders within their programs. The institute will also allow participants to explore accessible supplemental funding sources for classroom instructional resources.

#### **Learning Goals:**

- Synthesize strength-based leadership tenets
- Compare current informal teacher observation and instructional practice to best practice
- Explore various classroom funding strategies with the goal of selecting one
- Accurately identify and analyze evidence of effective instruction
- Apply new Teaching/Learning Observation Tool to actual instruction
- Acquire peer coaching strategies
- Explore user-friendly, supplemental funding sources for the classroom

**Course Description:** This institute will focus on concrete applications of research-based instructional best practices. Participants will acquire ready-to-replicate strategies and tools for improving their role as instructional leader and promoter of teacher effectiveness. Special attention will be given to classroom and program culture; formative assessment tools; observation tools; and supplementary classroom resource funding sources.

#### **Format:**

- Online pre-test
- 1<sup>st</sup> set of online activities
- 1<sup>st</sup> face-to-face (F2F) training
- 2<sup>nd</sup> set of online activities
- 2<sup>nd</sup> F2F training

- 3<sup>rd</sup> set of online activities
- 3<sup>rd</sup> F2F training
- Final set of online activities
- Online post-test

#### Dates:

- September 11, 2015 – 1<sup>st</sup> face-to-face session, Hilton Lexington Suites (at Lexington Green), Lexington, KY
- February 5, 2016 – 2<sup>nd</sup> face-to-face session, Hilton Lexington Suites (at Lexington Green), Lexington, KY
- May 13, 2016 – 3<sup>rd</sup> face-to-face session, Hilton Lexington Suites (at Lexington Green), Lexington, KY

## B. New ABE/GED® Instructors

*New and experienced instructors working less than 200 hours/year do **not** have a PD requirement.*

All **NEW** instructors will complete the following courses within the **first 120 days** of hire:

1. **Orientation to Adult Education** (online, 4-6 hours; see page 11)
2. **Introduction to the Online TABE** (online, 3-5 hours; see page 12)
3. **GED Ready™ Test** (online, 4-6 hours; see page 12)
4. **Local Orientation** (face-to-face, length of time varies; see page 13)

**And** the following course within the **first 12 months** of hire:

5. **Standards-Based Instruction: Putting It All Together** (online, 12 hours; see page 13)

## C. New English Language Acquisition (ELA, formerly ESL) Instructors

Complete these three courses within the **first 120 days** of hire:

1. **Orientation to Adult Education** (online, 4-6 hours; see page 11)
2. **CASAS Implementation Training** (online at CASAS.org, 12 hours; see page 14)
3. **Local Orientation** (face-to-face, length of time varies; see page 13)

**And** complete, within first 12 months of hire:

4. **Developing the Speaking and Listening Domains in Multi-Level, Multi-Language Classrooms** (blended, 12 hours, see page 14)

### Details:

#### 1. Orientation to Adult Education

- Online, 4-6 hours, [Syllabus](#)
- Facilitator: Patricia Erwin, MSU, (606) 783-9033, [p.erwin@moreheadstate.edu](mailto:p.erwin@moreheadstate.edu)

**Purpose:** The purpose of this course is to provide new instructors an introduction to some of the key concepts/factors that will impact their work as Kentucky adult education instructors. Some of the main topics covered will include the 21<sup>st</sup> century job market, the role of the educator, and tools for instruction.

**Learning Goals:** Participants will gain a greater understanding of the skills that students will need in order to be prepared for the 21<sup>st</sup> century job market. In Lesson two, participants will explore the role of the instructor in the 21<sup>st</sup> century adult education classroom, and ways to incorporate a learner-centered approach to instruction. Lesson three will provide resources to aid instructors in their work, such as instructional strategies and ways to integrate technology in the classroom.

**Course Description:** This online course is designed for new adult education practitioners. This is a four-week course that will cover key topics, such as 21<sup>st</sup> century employment skills and the role of the adult education instructor. Additionally, participants will receive tools to guide them as they structure classroom practices to incorporate 21st century skills. Participants will also gain/acquire strategies and resources for the use of instructional technology in the classroom.

**Dates:**

- August 24- September 11, 2015; **Course code: KYAE200Aug**
- October 5- October 30, 2015; **Course code: KYAE200Oct**
- January 11- February 5, 2016; **Course code: KYAE200Jan**
- February 29- March 25, 2016; **Course code: KYAE200Feb**
- April 18- May 13, 2016; **Course code: KYAE200Apr**

## **2. Introduction to the Online Tests of Adult Basic Education (TABE)**

*For new program directors and RLA/ELA/GED® instructors only*

- Online, 3-5 hours, [Syllabus](#)
- Facilitator: Patricia Erwin, MSU, (606) 783-9033, [p.erwin@moreheadstate.edu](mailto:p.erwin@moreheadstate.edu)

**Purpose:** The aim of this course is to introduce instructors to the methods and responsibilities involved in planning and administering the online Tests of Adult Basic Education (TABE) assessment.

**Learning Goals:** The first two lesson modules of this course will provide participants a general introduction, as well as cover the basics of administration of the online TABE. Next, learners will review test results and discuss how to use these results to guide student instruction. Finally, participants will gain insight into the student experience of taking the online TABE.

**Course Description:** This online introductory course will help instructors become familiar with the methods and responsibilities involved in planning and administering the new online TABE assessment. During this three-week course, participants will engage in peer discussion and online training activities. Among the topics that will be covered include: an overview of this new version of the assessment, administering the online TABE, the student diagnostic profile, and the student experience.

**Format:** This course is completely online.

**Dates:**

- September 14- October 9, 2015; **Course code: KYAE202Sep**
- October 26- November 20, 2015; **Course code: KYAE202Oct**
- January 25- February 19, 2016; **Course code: KYAE202Jan**
- March 7- April 1, 2016; **Course code: KYAE202Mar**
- April 25- May 20, 2016; **Course code: KYAE202Apr**

## **3. GED Ready™ Test Online Course**

*For new program directors and RLA/ELA/GED® instructors only*

- Online, 4-6 hours, [Syllabus](#)
- Facilitator: Patricia Erwin, MSU, (606) 783-9033, [p.erwin@moreheadstate.edu](mailto:p.erwin@moreheadstate.edu)

**Purpose:** This course is designed to provide participants with an introduction to the GED Ready™ test, as well as information about changes to the structure and format of the test.

**Learning Goals:** In lesson one, participants will cover what is different about the structure of the new assessment. They will also gain insight into the technology skills needed for the new test. In the remaining lesson modules, participants will become aware of the components and content of the Reasoning through Language Arts and Mathematical Reasoning sections. Participants will also share student preparation strategies.

**Course Description:** The GED Ready™ Test Online Course will cover the basic structure and format for the new GED Ready™ test. Participants will engage in online training activities as well as peer discussion. Among the topics to be covered in this four-week course are: Test Overview and Technology Skills, Reasoning through Language Arts, and Mathematical Reasoning.

**Format:** This course is completely online.

**Dates:**

- September 28- October 23, 2015; **Course code: KYAE102Sep**
- November 2- November 27, 2015; **Course code: KYAE102Nov**
- February 1- February 26, 2016; **Course code: KYAE102Feb**
- March 14- April 8, 2016; **Course code: KYAE102Mar**
- May 2- May 27, 2016; **Course code: KYAE102May**

#### **4. Local Orientation**

*For new RLA/ELA/GED® or ELA (formerly ESL) instructors only*

- Face-to-face at the local learning center; the length of time for this varies.
- Facilitator: Local program director
  - KYAE recognizes the need for new instructors to participate in a local orientation conducted by the program director. The director will complete the [Local Orientation for New Instructors Form](#) with the following information and submit within 120 days of the new instructor's hire date:
    - Agenda
    - List of people participating
    - Evaluation-Exit slip (red, green, yellow)
    - Next steps

#### **5. Standards-Based Instruction: Putting It All Together**

*For new program directors and RLA/ELA/GED® instructors only*

- Online, 12 hours, [Syllabus](#)
- Facilitator: Gail Price, National Center for Families Learning (NCFL), (502) 584-1133, ext. 112, [gprice@familieslearning.org](mailto:gprice@familieslearning.org)

**Course Description:** This facilitated, online course will engage participants in examining materials and methods that support the implementation of standards-based education. With the goal of guiding educators as they provide outstanding instruction to students, participants will work together through the process of developing a course. Activities include designing a syllabus, aligning standards with the units of instruction included in the course, and developing a lesson. Student success hinges on learning opportunities informed by students; participants will incorporate formative assessment and differentiation based on student diagnostic information. Participants will review and share resources to enhance the lesson they develop.

Module 1: It All Begins with a Syllabus

Module 2: Selecting Standards (Unpacking, Cross-Curricular Ties)

Module 3: Developing a Lesson Plan (Essential Questions, Objectives, Lesson Targets, GED® Progressions)

Module 4: Understanding Your Roster: TABE Diagnostic Information (Are additional diagnostics needed?)

Module 5: Instruction Informed by Students (Formative Assessment, Differentiation, Lesson Closure)

Module 6: Sharing Resources and Ideas to Enhance Learning

**Format:** This course is completely online.

**Dates:**

- September 28-November 6, 2015; **Course code: KYAE136Sep**
- February 15- March 25, 2016; **Course code: KYAE136Feb**

## **6. CASAS Implementation Training (CASAS IT)-** Course code: KYAE326

*For new ELA (formerly ESL) instructors only*

- Online, 18 hours
- Non-facilitated
- KYAE contact: Donna Potter, (502) 573-5113, ext. 121, [donna.potter@ky.gov](mailto:donna.potter@ky.gov)

The **CASAS Implementation Training (CASAS IT)**, or “CASAS 101,” provides participants with a basic understanding of the CASAS system. Participants learn how to administer CASAS appraisals and pre-and post-tests, interpret test results and use curriculum support materials to enhance instruction and workforce readiness. Each unit offers a self-test to confirm understanding. A certificate of completion is generated at the conclusion of this training. Each person involved in CASAS testing must complete this training prior to ordering and administering most CASAS multiple-choice tests.

At the end of this training, participants will be able to:

- Select appropriate CASAS tests
- Administer and score CASAS tests
- Interpret and use test results
- Identify CASAS Competencies and how they relate to the test
- Define CASAS Content Standards and identify the relation between CASAS Competencies and CASAS Content Standards
- Look at the links between curriculum, instruction and assessment and how the three fit together
- Identify resources for instruction

**NOTE: Register for CASAS IT on both the KYAE Course Catalog and on CASAS.org to earn a completion of the course that counts towards the KYAE requirement. Follow the directions below.**

In order for the instructor’s participation to appear in the county KAERS PD Activity Report, select the **KYAE 326 CASAS IT** on the [KYAE Course Catalog](#). Then follow the **Additional Registration** below to register for the course at CASAS.org.

1. Go to the CASAS website at: <http://training.casas.org/>
2. Select **Online Self-Paced Training Modules**
3. Select **CASAS Implementation Training**
4. A screen requesting the participant’s username and password will appear. Click on **Register for new account** to set up a username and password. KYAE does not provide technical support for the CASAS course. The CASAS Technical Support can be contacted at [techsupport@casas.org](mailto:techsupport@casas.org) or 858-292-2900 or 1-800-255-1036.
5. The CASAS course generates a certificate at the conclusion of this training. Send the certificate to Donna Potter, [Donna.potter@ky.gov](mailto:Donna.potter@ky.gov). She will update the PD status on ANGEL and an electronic confirmation will be e-mailed to the instructor.

## **7. Developing the Speaking and Listening Domains in Multi-Level, Multi-Language Classrooms**

*For or experienced ELA (formerly ESL) instructors only*

- **Blended**, 12 hours, [Syllabus](#)
- Facilitator: Patricia Lovett, National Center for Families Learning (NCFL), (502) 584-1133, ext. 171, [plovett@familieslearning.org](mailto:plovett@familieslearning.org)

**Purpose:** To develop a basis of methodology for speaking and listening instruction that informs practical strategies for differentiated instruction in these domains.

**Learning Goals:**



- Describe a variety of instructional strategies for speaking instruction.
- Describe a variety of instructional strategies for listening instruction.
- Create NRS level-aligned activities for speaking and listening.

**Course Description:** This blended-delivery course engages participants in a 6-hour, face-to-face introduction to differentiated instruction as it applies to diverse ESL classrooms. In the subsequent 3 weeks, participants will deepen their understanding of the speaking and listening domains of language through online instruction and interaction. They will learn research-based strategies for instruction in both of these domains. Instructors will apply the strategies they learn to create a lesson for each of the domains that will align across the NRS levels.

**Number of PD hours:** This course consists of 6 hours of face-to-face collaboration followed by 3 weeks of online instruction. The total course time is 12 hours over 4 weeks.

**Dates:**

- October 23- November 13, 2015; **Course code: KYAE184Oct**
  - October 23, 2015 is the face-to-face training in Louisville, KY
- March 4-25, 2016; **Course code: KYAE184Mar**
  - March 4, 2016 is the face-to-face training in Louisville, KY

## D. All Experienced Instructors

*Instructors working **less than 200 hours per year** are **not** required to complete PD.*

### Experienced ABE/GED® and English Language Acquisition (ELA, formerly ESL) Instructors Working 1000+ Hours a Year

Complete **one instructor institute** (excluding the program director institute) **or three online or blended courses** from List of Choices (Online or Blended) described on pages 21-33. Each online course is designed to take up to **12 hours** to complete. The blended choices will have one day of face-to-face training and five or six hours of online activities.

Each institute consists of online work and three face-to-face, one-day trainings. The first will begin in the fall, the second will be in January or February, and the final one will be in the spring. For an institute, plan for an **estimated 27.5 hours plus** time on assignments or planning time to incorporate new skills in instruction. Directors with staff new to online work should plan for extra time for their participation. The institutes will be offered regionally. See Instructor Institute details on pages 17-20 and List of Choices (Online or Blended) on pages 21-33.

### Experienced RLA/ABE/GED® Instructors Working 500-999 Hours a Year

Complete **one instructor institute** (excluding the program director institute) **or two online or blended courses** from the List of Choices (Online or Blended). Each online course is designed to take up to 12 hours to complete. The blended choices will have one day of face-to-face training and five or six hours of online activities.

Each institute consists of online work and three face-to-face one-day trainings. The first will begin in the fall, the second will be in January or February, and the final one will be in the spring. For an institute, plan for an **estimated 27.5 hours plus** time on assignments or planning time to incorporate new skills in instruction. Directors with staff new to online work should plan for extra time for their participation. The institutes will be offered regionally. See Instructor Institute Details on pages 17-20 and List of Choices (Online or Blended) on pages 21-33.

### Experienced English Language Acquisition (ELA, formerly ESL) Instructors Working 500-999 Hours a Year

Complete **two courses** from the List of Choices (Online or Blended) see pages 21-33. Each online course is designed to take up to 12 hours to complete. The blended choices will have one day of face-to-face training and five or six hours of online activities.

**-- Or --**

Complete **one course** from the List of Choices (Online or Blended) and the 12-hour blended course, **Developing the Speaking and Listening Domains in Multi-Level, Multi-Language Classrooms**; see page 14. **Note:** This course is developed to offer English language instructors (formerly ESL) the opportunity to meet face-to-face.

### Experienced RLA/ABE/GED® Instructors Working 200-499 Hours a Year

Complete **one course** from the List of Choices (Online or Blended) see pages 21-33. Each online course is designed to take up to 12 hours to complete. The blended choices will have one day of face-to-face training and five or six hours of online activities.

### Experienced English Language Acquisition (ELA, formerly ESL) Instructors Working 200-499 Hours a Year

Complete **one course** from the List of Choices (Online or Blended) see pages 21-33. Each online course is designed to take up to 12 hours to complete. The blended choices will have one day of face-to-face training and five or six hours of online activities.

**-- Or --**

Complete the 12-hour blended course, **Developing the Speaking and Listening Domains in Multi-Level, Multi-Language Classrooms**. See **details** on page 14.

# Instructor Institutes:

## 1. CCRS and 2014 GED® Mathematical Reasoning Institute

- Blended with 3 days face-to-face trainings, online work and assignments, 27.5 hours, [Syllabus](#)
- Facilitators: **Susan Pittman and Bonnie Goonen**
- KYAE Contact: Gayle Box, (502) 573-5114, ext. 353, [gayle.box@ky.gov](mailto:gayle.box@ky.gov)

**Purpose:** To provide KYAE math instructors the training needed to go beyond teaching the basic algorithms of mathematical computation to providing instruction through a conceptual approach, emphasizing the importance of using the Standards for Mathematical Practice to enhance student understanding and their ability to use mathematical reasoning in the classroom and in the real-world of home and work.

### **Learning Goals:**

- Assist instructors in understanding the challenges students encounter on the GED® Mathematics Test.
- Provide instructors with opportunities for hands-on activities and strategies that can be taken back to the programs for implementation.
- Expand instructors' understanding of mathematical problem-solving and the need for students to have a process for problem-solving that is transferable to the real-world.
- Explore the basics of algebraic reasoning through hands-on activities including the use of manipulatives such as algebra tiles.

**Course Description:** This series of workshops is designed to help adult education instructors learn how to go beyond teaching the basic algorithms of mathematical computation to providing instruction through a conceptual approach, which enables students to understand the “why” and “how” of mathematics. Embedded within this professional development will be the importance of using mathematical practices to enhance student understanding and ability to use mathematical reasoning in the classroom and in the real-world of home and work.

### **Format:**

- Online pre-test
- Online activities and Introductory Webinar
- 1<sup>st</sup> face-to-face (F2F) training (6 locations)
- Job-embedded assignment and webinar (offered twice)
- 2<sup>nd</sup> F2F training (6 locations)
- Job-embedded assignment and webinar (offered twice)
- 3<sup>rd</sup> F2F training (6 locations)
- Job-embedded assignment and webinar (offered twice)
- Online post-test

### Dates: CCRS and 2014 GED® Mathematical Reasoning Institute

	Webinar	Face-to-Face #1	Webinar	F2F #2	Webinar	F2F #3	Webinar
Cohort #1 Course code: KYAE182C1	Intro. webinar for the state <b>Offered once:</b>  9/29 Tuesday 2- 3 PM	10/14 Wednesday 9-4, CT Madisonville	<b>Choose:</b> 11/17 Tuesday 2- 3 PM, EST	1/20 Wednesday 9-4, CT Madisonville	<b>Choose:</b> 3/15 Tuesday 2- 3 PM, ET	4/6 Wednesday 9-4, CT Madisonville	<b>Choose:</b> 5/16 Monday 2- 3 PM, ET
Cohort #2 Course code: KYAE182C2		10/15 Thursday 9-4, CT Glasgow	<b>Or</b>  11/23 Monday 2- 3 PM, EST	1/21 Thursday 9-4, CT Glasgow	<b>Or</b>  3/21 Monday 2- 3 PM, ET	4/7 Thursday 9-4, CT Glasgow	<b>Or</b>  5/17 Tuesday 2:30- 3:30 PM, ET
Cohort #3 Course code: KYAE182C3		10/16 Friday 9-4, ET Louisville		1/22 Friday 9-4, ET Louisville		4/8 Friday 9-4, ET Louisville	
Cohort #4 Course code: KYAE182C4		10/21 Wednesday 9-4, ET London		1/27 Wednesday 9-4, ET London		4/20 Wednesday 9-4, ET London	
Cohort #5 Course code: KYAE182C5		10/22 Thursday 9-4, ET Paintsville		1/28 Thursday 9-4, ET Paintsville		4/21 Thursday 9-4, ET Paintsville	
Cohort #6 Course code: KYAE182C6		10/23 Friday 9-4, ET Lexington		1/29 Friday 9-4, ET Lexington		4/22 Friday 9-4, ET Lexington	

## 2. Integrating Technology into the Classroom Institute

- Blended, 27.5 hours, [Syllabus](#)
- Facilitators: Rudy Rhoades, KET, (859) 258-7010, [rrhoades@ket.org](mailto:rrhoades@ket.org)

**Purpose:** To provide instructors with the skills and management techniques to incorporate technology into the classroom setting in a manner that engages students with standards-based content.

**Learning Goal:** Focusing on the flipped classroom models and mobile devices, instructors will be able to employ a variety of research-based models to integrate technology in daily classroom practice.

**Course Description:** This course will provide teachers with the training and skills necessary to bring technology and digital literacy skills into the classroom with engaging activities for students. With a focus on the flipped classroom model and mobile devices, instructors will be provided with a learning space to practice the presented methods before implementing these ideas in their own classroom. Ongoing support will include an online discussion group and face-to-face networking opportunities.

**Total Hours:** 27.5 Hours

### Format:

- Online pre-test
- 1<sup>st</sup> set of online activities
- 1<sup>st</sup> face-to-face (F2F) training
- 2<sup>nd</sup> set of online activities

- 2<sup>nd</sup> F2F training
- 3<sup>rd</sup> set of online activities
- 3<sup>rd</sup> F2F training
- Final set of online activities
- Online post-test

#### Dates: Integrating Technology into the Classroom Institute

	Face-to-Face #1	Face-to-Face #2	Face-to-Face #3
Cohort #1 Course code: KYAE162C1	September 11, 2015 Friday 9-4 Hopkinsville	January 8, 2016 Friday 9-4 Hopkinsville	March 4, 2016 Friday 9-4 Hopkinsville
Cohort #2 Course code: KYAE162C2	September 18, 2015 Friday 9-4 Lexington	January 15, 2016 Friday 9-4 Lexington	March 11, 2016 Friday 9-4 Lexington
Cohort #3 Course code: KYAE162C1	September 25, 2015 Friday 9-4 Paintsville	January 29, 2016 Friday 9-4 Paintsville	March 18, 2016 Friday 9-4 Paintsville

### 3. Close Reading and Evidence-Based Writing in RLA, Science, and Social Studies Institute

- Blended, 27.5 hours,
- Facilitators: Dawn Hanzel, Collaborative Center for Literacy Development (CCLD),  
(859) 257-6095, [dawn.hanzel@uky.edu](mailto:dawn.hanzel@uky.edu)

**Target Audience:** Adult education program directors and instructors working 1000+ hours per year, who prepare students for the 2014 Reasoning through Language Arts, Science, and Social Studies GED® tests and college and career readiness goals.

**Purpose:** This institute will prepare adult education instructors to better assist students in reaching 2014 GED® Assessment Targets and the skills and knowledge embodied in the College and Career Readiness ELA Standards for Adult Education.

**Course Description:** Instructors will participate in a year-long institute collaborating with peers to review best practices in teaching foundational skills in close reading and argumentative writing and determine the most effective strategies for their classroom. Close reading strategies will assist students in determining what a text says explicitly and make logical inferences citing specific textual evidence when writing or speaking to support conclusions drawn from the text. Although the institute will focus on informational texts, strategies for teaching social studies, and science will also be included. Participants will have the opportunity to implement the strategies with students, reflect on outcomes, and develop an instructional plan that will best meet the needs of their students. The strategies will mostly focus on the needs of the students at NRS levels 4 and 5 but may be differentiated to students at all levels.

#### **Learning Goals:**

- Acquire strategies, resources, and tools to equip students with close reading and evidence-based writing skills.

- Implement close reading and evidence-based writing instructional strategies with students.
- Reflect on learning and adapt strategies to specific classroom situations.

**Format:** This institute will consist of a professional development model grounded in evidence-based practices of modeling, guided practice, discussion, job-embedded application, and reflection. It will provide a learning environment that equips adult education instructors with support and resources to transfer best practice to the classroom. The model will entail approximately 27 hours of online and face-to-face interaction and an estimated 6 hours of job-embedded activities. The components will consist of:

- Online assessment of prior knowledge
- Introductory webinar and online discussion
- 1<sup>st</sup>, one-day, face-to-face session
- 1<sup>st</sup> bridging webinar and job-embedded activity
- 2<sup>nd</sup>, one-day, face-to-face session
- 2<sup>nd</sup> bridging webinar and job-embedded activity
- 3<sup>rd</sup>, one-day, face-to-face session
- Final webinar and online reflection
- Online assessment of knowledge gained

**Dates: Close Reading and Evidence-Based Writing in RLA, Science, and Social Studies Institute**

(The dates and times below solely reflect scheduled webinars and face-to-face meetings. They **do not** reflect hours for online discussion and job-embedded activities).

	Webinar	Face-to-Face #1	Webinar	F2F #2	Webinar	F2F #3	Webinar
Cohort #1 Course code: KYAE167C1 <a href="#">Syllabus</a>	October 19 Monday 3:30-4:30 PM	October 23 Friday 9-4 PM Morehead	January 19 Tuesday 3:30-4:30 PM	January 22 Friday 9-4 PM Morehead	February 29 Monday 3:30-4:30 PM	March 4 Friday 9-4 PM Morehead	April 11 Monday 3:30-4:30 PM
Cohort #2 Course code: KYAE167C2 <a href="#">Syllabus</a>	October 26 Monday 3:30-4:30 PM	October 30 Friday 9-4 PM Madisonville	January 25 Monday 3:30-4:30 PM	January 29 Friday 9-4 PM Madisonville	March 7 Monday 3:30-4:30 PM	March 11 Friday 9-4 PM Madisonville	April 18 Monday 3:30-4:30 PM
Cohort #3 Course code: KYAE167C3 <a href="#">Syllabus</a>	November 2 Monday 3:30-4:30 PM	November 6 Friday 9-4 Somerset	February 8 Monday 3:30-4:30 PM	February 12 Friday 9-4 Somerset	March 14 Monday 3:30-4:30 PM	March 18 Friday 9-4 PM Somerset	May 2 Monday 3:30-4:30 PM
Cohort #4 Course code: KYAE167C4 <a href="#">Syllabus</a>	November 9 Monday 3:30- 4:30 PM	November 13 Friday 9-4 PM Louisville	February 15 Monday 3:30-4:30 PM	February 19 Friday 9-4 PM Louisville	March 21 Monday 3:30-4:30 PM	March 25 Friday 9-4 PM Louisville	May 9 Monday 3:30-4:30 PM



# List of Choices (12 Hours, Online or Blended)

## Mathematics Choices

### 1. Developing Mathematical Reasoning- Part A

- Online, 12 hours, [Syllabus](#)
- Facilitator: Brooke Istas
- KYAE Contact: Gayle Box, (502) 573-5114, ext. 353, [gayle.box@ky.gov](mailto:gayle.box@ky.gov)

**Part A is a prerequisite for Part B**

**Purpose:** To enhance instructors' abilities to help adult learners develop the mathematical reasoning skills needed for a high school equivalency credential.

#### **Learning Goals:**

- Learn how to promote the development of mathematical reasoning skills in their students.
- Develop curriculum that focuses on the three key shifts and eight Standards for Mathematical Practice outline in the College and Career Readiness Standards for Adult Education.
- Develop an approach that focuses on conceptual understanding rather than the more traditional focus of primarily teaching procedures or discrete academic skills.

**Course Description:** Developing Mathematical Reasoning Skills- Part A is an introductory course that presents instructors with strategies for developing the mathematical reasoning skills their students need to attain a high school equivalency credential. This introductory course explores the five components of numeracy and connects the eight Standards for Mathematical Practice to the development of learners' mathematical reasoning and practices. Whereas teaching students how to think mathematically is critical to the achievement of their future goals, this course emphasizes teaching for meaningful understanding of math concepts as well as developing procedural fluency.

**Format:** 4 modules, facilitated

#### **Dates:**

- August 15- October 24, 2015; **Course code: KYAE133A**

### 2. Developing Mathematical Reasoning- Part B

- Online, 12 hours, [Syllabus](#)
- Facilitator: Brooke Istas
- KYAE Contact: Gayle Box, (502) 573-5114, ext. 353, [gayle.box@ky.gov](mailto:gayle.box@ky.gov)

**Part A is a prerequisite for Part B.**

**Purpose:** To enhance instructors' abilities to help adult learners develop the mathematical reasoning skills needed for a high school equivalency credential.

#### **Learning Goals:**

- Learn how to promote the development of mathematical reasoning skills in their students.
- Develop curriculum that focuses on the three key shifts and eight Standards for Mathematical Practice outlined in the College and Career Readiness Standards for Adult Education.
- Develop an approach that focuses on teaching for conceptual understanding rather than the more traditional focus of primarily teaching procedures or discrete academic skills.

**Course Description:** Developing Mathematical Reasoning Skills- Part B builds on the content of Developing Mathematical Reasoning Skills- Part A. Part B explains how the CCRS key shifts align with the components of numeracy and incorporates the four strands of mathematics at all levels of learning. The use of math journals, graphic organizers, and effective questioning to develop mathematical reasoning

skill with learners is emphasized. Participants will also learn to assess their own math instruction as they examine math lessons.

**Format:** 4 online modules, facilitated; **Part A is a prerequisite for Part B**

**Dates:**

- October 12- December 19, 2015; **Course code: KYAE133B**

### 3. Algebraic Thinking- Part A

- Online, 12 hours, [Syllabus](#)
- Facilitator: Lynda Ginsburg
- KYAE Contact: Gayle Box, (502) 573-5114, ext. 353, [gayle.box@ky.gov](mailto:gayle.box@ky.gov)

**Part A is a prerequisite for Part B. Part B may be taken after completion or testing out of Algebraic Thinking, Part A.**

**Purpose:** To equip instructors with the strategies and tools to foster algebraic reasoning skills in their students.

**Learning Goals:**

- Instructors will reflect on their current teaching practice.
- Instructors will know how to probe student thinking and build upon it.
- Instructors will:
  - Apply algebraic concepts to real life and be able to teach learners to do so.
  - Demonstrate an understanding of the relationship between arithmetic and algebra.
  - Learn how to teach multiple representations of algebraic patterns and relationships.
  - Learn how to teach the language of functions.

**Course Description:** Part A of the Algebraic Thinking course asks instructors to identify his/her personal perspectives on algebra instruction and algebraic problem-solving skills. They will learn what is meant by “algebraic thinking” and build a foundation for explicitly teaching algebraic thinking and habits of mind that strengthens an adult learner’s ability to connect algebraic thinking with broader mathematical reasoning. The course covers patterns and algebra in everyday life situations, as well as expressions and equations.

**Format:** 4 online modules, facilitated

**Part A (Part A is a prerequisite for Part B).** In lieu of taking Part A, participants take the pre-course module and corresponding assessments that will indicate whether or not they may ‘test out’ of Part A and select Algebraic Thinking, Part B.

**Dates:**

- August 15- October 24, 2015; **Course code: KYAE159A**

### 4. Algebraic Thinking- Part B

- Online, 12 hours, [Syllabus](#)
- Facilitator: Lynda Ginsburg
- KYAE Contact: Gayle Box, (502) 573-5114, ext. 353, [gayle.box@ky.gov](mailto:gayle.box@ky.gov)

**Part A is a prerequisite for Part B. Part B may be taken after completion or testing out of Algebraic Thinking, Part A.**

**Purpose:** To equip instructors with the strategies and tools to foster algebraic reasoning skills in their students

**Learning Goals:**

- Instructors will reflect on their current teaching practice.

- Instructors will know how to probe student thinking and build upon it.
- Instructors will:
  - Apply algebraic concepts to real life and be able to teach learners to do so.
  - Demonstrate an understanding of the relationship between arithmetic and algebra.
  - Learn how to teach multiple representations of algebraic patterns and relationships.
  - Learn how to teach the language of functions.

**Course Description:** Part B of Algebraic Thinking will help instructors understand the connections between equations and graphs and use them to investigate relationships. Participants will explore multiple representations of equations and various methods for solving systems of equations.

**Format:** 4 online modules, facilitated

**Part A is a prerequisite for Part B.** Part B may be taken after completion or testing out of Algebraic Thinking, Part A.

**Dates:**

- October 12- December 19, 2015; **Course code: KYAE159B**

## 5. Data: Helping Students Interpret Numeric Information (World Education)

- Online, 12 hours
- Facilitator: World Education
- KYAE Contact: Donna Potter, (502) 573-5114, ext. 121, [donna.potter@ky.gov](mailto:donna.potter@ky.gov)

**Course Description:** Data, or numerical information, can be described, represented, analyzed, and interpreted in various ways for various purposes. This course looks at some common uses (and misuses) of data. Learn about the measures of central tendency, graphs, and probability. Through the course readings, activities, and discussions, participants will review basic concepts and explore strategies for introducing and teaching these concepts to adult students.

**Objectives:** By the end of the course, participants will be able to recall knowledge of measures of central tendency, graphs, probability, and bias factors in data representation; determine the math skills necessary for adult students to describe, analyze, and represent data in various formats; adapt sample activities for use with adult students; and evaluate results and plan for improvements.

**Format:** Online, facilitated

**Completion Requirements:** Successful completion requires participants to complete required assignments, participate in asynchronous discussion, and score at least 80% on the course exam. Participants may download a Certificate of Completion upon successful completion of course requirements and send the certificate to Donna Potter, [Donna.potter@ky.gov](mailto:Donna.potter@ky.gov). She will update the PD status on ANGEL, and an electronic confirmation will be e-mailed to the instructor.

**Dates:**

- October 30- December 18, 2015; **Course code: KYAE337**

## 6. Geometry: Teaching About Shapes and Their Measures (World Education)

- Online, 12 hours
- Facilitator: World Education
- KYAE Contact: Donna Potter, (502) 573-5114, ext. 121, [donna.potter@ky.gov](mailto:donna.potter@ky.gov)

**Course Description:** Adult basic education students need foundational geometry and measurement skills not only to pass high school equivalency tests, but also to succeed in the workplace. In this course, participants will explore key topics in geometry, such as area, perimeter, and volume, and their

importance in everyday life. Participants will look at numerous instructional activities for teaching about angles, spatial relationships, similarity, and figure transformations on a coordinate graph system.

**Objectives:** By the end of course, participants will be able to: recognize how geometry is used in everyday lives; understand the levels of geometric reasoning in the van Hiele theory; understand and facilitate hands-on activities for teaching about the characteristics of geometric shapes and various geometry concepts; and demonstrate spatial relationships by using the elements of coordinate grids.

**Format:** Online, facilitated

**Completion Requirements:** Successful completion requires participants to complete required assignments, participate in asynchronous discussion, and score at least 80% on the course exam. Participants may download a Certificate of Completion upon successful completion of course requirements and send the certificate to Donna Potter, [Donna.potter@ky.gov](mailto:Donna.potter@ky.gov). She will update the PD status on ANGEL, and an electronic confirmation will be e-mailed to the instructor.

**Dates:**

- April 28- June 2, 2016; **Course code: KYAE336**

## 7. Foundations of Teaching Adult Numeracy (World Education)

- Online, 12 hours
- Facilitator: World Education
- KYAE Contact: Donna Potter, (502) 573-5114, ext. 121, [donna.potter@ky.gov](mailto:donna.potter@ky.gov)

**Course Description:** In this foundational course, participants will learn how to keep students at the center of numeracy instruction. Participants will explore the context, content, and cognitive and affective components of numeracy; how to address the needs of students with learning gaps; how students' styles of learning math and levels of math knowledge affect their math skills; and ways to build student's success in learning math. Participants will plan classroom activities, test them with students, and share experiences with fellow instructors.

**Objectives:** By the end of the course, participants will be able to: describe the three components of numeracy: context, content, and cognitive and affective; and why it is important to address each component; understand and address the needs of students with learning gaps in math; recognize how different styles of learning math and different levels of math knowledge affect students' math skills; and explain ways to build students' skills in the components of numeracy for success in learning math.

**Format:** Online, facilitated

**Completion Requirements:** Successful completion requires participants to complete required assignments, participate in asynchronous discussion, and score at least 80% on the course exam. Participants may download a Certificate of Completion upon successful completion of course requirements and send the certificate to Donna Potter, [Donna.potter@ky.gov](mailto:Donna.potter@ky.gov). She will update the PD status on ANGEL, and an electronic confirmation will be e-mailed to the instructor.

**Dates:**

- October 15- December 3, 2015; **Course code: KYAE333**

## 8. Number Sense: Teaching about Parts and Wholes (World Education)

- Online, 12 hours
- Facilitator: World Education
- KYAE Contact: Donna Potter, (502) 573-5114, ext. 121, [donna.potter@ky.gov](mailto:donna.potter@ky.gov)

**Course Description:** Teaching students how to estimate, do mental math, and use calculators will help them to better understand how to use numbers. This course focuses on how to help adult students

answer key questions: *When is it necessary to have an exact answer, and when is an estimate sufficient? When is calculation necessary, which tool is appropriate to use?* This course examines how students develop and apply number sense and provides lots of teaching strategies and activities that you can use right away.

**Objectives:** By the end of the course, participants will be able to help students choose the right computation tool (estimation, mental math, calculator, paper and pencil for a problem); compare and contrast two ways to help students understand fractions and their equivalents; and design activities that use estimation, mental math, and reasonableness strategies.

**Format:** Online, facilitated

**Completion Requirements:** Successful completion requires participants to complete required assignments, participate in asynchronous discussion, and score at least 80% on the course exam. Participants may download a Certificate of Completion upon successful completion of course requirements and send the certificate to Donna Potter, [Donna.potter@ky.gov](mailto:Donna.potter@ky.gov). She will update the PD status on ANGEL, and an electronic confirmation will be e-mailed to the instructor.

**Date:**

- February 4- March 24, 2016; **Course code: KYAE335**

## Instructional Technology Choices

### 1. Interactive Whiteboards

- **Blended**, 12 hours, [Syllabus](#)
- Facilitator: Rudy Rhoades, KET, (859) 258-7010, [rrhoades@ket.org](mailto:rrhoades@ket.org)

**Purpose:** To provide instructors with the skills necessary to increase student engagement through the use of interactive activities and technologies that support standards-based content.

**Learning Goal:** Instructors will be able to develop and implement lesson activities that involve students working with standards-based content on an interactive display.

**Course Description:** This course is designed for participants with an interactive whiteboard in their classroom. Educators will learn core skills and apply them to their current classes by designing lesson activities that use an interactive whiteboard, cordless keyboard, and mouse to better facilitate technology-enhanced instruction in the classroom. Participants will network and showcase their work through an online community supported by Edmodo.

**Format:** Blended (3 hours pre-work online, 7 hours face-to-face, 2 hours follow-up online)

**Dates and Locations:**

- October 5 – October 23, 2015; **Course code: KYAE145Oct**
  - October 16 is the face-to-face training at the Regional Technology Center, Room 205 Hopkinsville Community College, 720 North Dr. Hopkinsville, KY 42240
- April 3 – April 22, 2016; **Course code: KYAE145Apr**
  - April 15 is the face-to-face training at Kentucky Educational Television (KET), 500 Cooper Drive, Lexington KY; (800) 532-0951

### 2. The BYOD (Bring Your Own Device) Classroom

- **Blended**, 12 hours, [Syllabus](#)
- Facilitator: Rudy Rhoades, KET, (859) 258-7010, [rrhoades@ket.org](mailto:rrhoades@ket.org)

**Purpose:** To provide instructors with the classroom management and instructional design skills necessary to implement a classroom model in which students are engaged using their own electronic devices.

**Learning Goal:** Instructors will be able to implement a BYOD classroom model and design activities that work across various mobile platforms (laptops, tablets, iOS and Android phones).

**Course Description:** Educators will learn management techniques for a Bring Your Own Device (BYOD) classroom, with a focus on developing lesson activities and content that are accessible on all student mobile devices, regardless of brand or operating system. Participants will network and showcase their work through an online community supported by Edmodo.

**Format:** Blended (3 hours pre-work online, 7 hours face-to-face, 2 hours follow-up online)

**Date:**

- October 12 – October 30, 2015; **Course code: KYAE160Oct**
  - October 23, 2015 is the face-to-face training at Kentucky Educational Television (KET), 500 Cooper Drive, Lexington KY; (800) 532-0951
- April 11 – April 29, 2016; **Course code: KYAE160Apr**
  - April 22, 2016 is the face-to-face training at Regional Technology Center, Room 205 Hopkinsville Community College, 720 North Dr. Hopkinsville, KY 42240

### 3. iPad and Android Tablets

➤ **Blended**, 12 hours, [Syllabus](#)

➤ Facilitator: Rudy Rhoades, KET, (859) 258-7010, [rrhoades@ket.org](mailto:rrhoades@ket.org)

**Purpose:** To provide instructors with basic functions and management techniques of modern tablets, with a focus on high-level cognitive activities.

**Learning Goal:** Instructors will be able to manage and operate iPad and Android tablets in a classroom setting, as well as design tablet-enabled, standards-based lesson content for their students.

**Course Description:** Educators will learn the basic functions of both iPad and Android devices in the classroom, with a focus on developing tablet-enabled lesson content that challenges students at a high cognitive level. Participants will network and showcase their work through an online community supported by Edmodo.

**Format:** Blended (3 hours pre-work online, 7 hours face-to-face, 2 hours follow-up online)

**Dates:**

- September 28- October 16, 2015; **Course code: KYAE144Oct**
  - October 9, 2015 is the face-to-face training at Kentucky Educational Television (KET), 500 Cooper Drive, Lexington KY; (800) 532-0951
- March 28 – April 15, 2016; **Course code: KYAE144Apr**
  - April 8, 2016 is the face-to-face training at Regional Technology Center, Room 205, Hopkinsville Community College, 720 North Dr. Hopkinsville, KY 42240

### 4. What to Do When It Doesn't Work

➤ **Blended**, 12 hours, [Syllabus](#)

➤ Facilitator: Rudy Rhoades, KET, (859) 258-7010, [rrhoades@ket.org](mailto:rrhoades@ket.org)

**Purpose:** To provide instructors with training on computer usage, management, and troubleshooting techniques in regards to classroom implementation.

**Learning Goal:** Instructors will be able to effectively navigate web browsers and online discussion platforms to integrate their use in lessons, with a focus on how to correct common errors and malfunctions.



**Course Description:** Educators will learn techniques for using web browsers, online discussion tools, and common office programs. Hands-on training will be given to demonstrate how to repair or manage common technical malfunctions that will occur in the classroom. Participants will network and showcase their work through an online community supported by Edmodo.

**Format:** Blended (3 hours pre-work online, 7 hours face-to-face, 2 hours follow-up online)

**Date:**

- October 19 –November 6, 2015; **Course code: KYAE161Oct**
  - October 30, 2015 is the face-to-face training at Regional Technology Center, Room 205, Hopkinsville Community College, 720 North Dr. Hopkinsville, KY 42240
- April 18 –May 6, 2016; **Course code: KYAE161Apr**
  - April 29, 2016 is the face-to-face training at Kentucky Educational Television (KET), 500 Cooper Drive, Lexington KY; (800) 532-0951

## RLA/Science/Social Studies Choices

### 1. Engaging Students in Close Reading and Evidence-Based Writing for RLA

- Online, 12 hours
- Facilitator: Dawn Hanzel, CCLD, (859) 257-6095, [dawn.hanzel@uky.edu](mailto:dawn.hanzel@uky.edu)

**Purpose:** The purpose of this course will be to provide adult education instructors with the strategies, tools, and resources necessary to equip students with close reading and evidence-based writing skills.

**Course Description:** Instructors will participate in online modules where they will examine and apply a variety of evidence-based instructional strategies that will assist students in analyzing informational texts in order to respond to extended response prompts. Close reading strategies will assist students in determining what a text says explicitly and make logical inferences citing specific textual evidence when writing or speaking to support conclusions drawn from the text. Participants will also learn strategies to teach academic vocabulary to students. They will complete activities and engage in discussions with peers on best practices in implementing these strategies with their specific adult education students.

**Learning Goals:**

- Identify instructional strategies to assist students in developing close reading and evidence-based writing skills.
- Discuss and reflect on learning with peers.
- Develop a plan on implementing strategies with specific adult education population.

**Format:**

- Online Assessment of Prior Knowledge
- 5 weekly modules
- Online Assessment of Knowledge Gained

**Dates:**

- September 25- October 30, 2015, [Syllabus](#); **Course code: KYAE163Sep**
- January 22- February 26, 2016, [Syllabus](#); **Course code: KYAE163Jan**

### 2. Engaging Students in Close Reading and Evidence-Based Writing for Social Studies

- Online, 12 hours
- Facilitator: Dawn Hanzel, CCLD, (859) 257-6095, [dawn.hanzel@uky.edu](mailto:dawn.hanzel@uky.edu)

**Purpose:** The purpose of this course will be to provide adult education instructors with strategies, tools, and resources to equip students with knowledge and skills to analyze and interpret social studies texts.

**Course Description:** Instructors will participate in online modules where they will examine and apply a variety of evidence-based instructional strategies that will assist students in analyzing and interpreting history, geography, economics, and civics passages, and respond to an extended response prompt. They will learn close reading strategies, will assist students in determining what a text says explicitly, and make logical inferences citing specific textual evidence when writing or speaking to support conclusions drawn from the text. Participants will also learn strategies to teach academic vocabulary to students. They will complete activities and engage in discussions with peers on best practices in implementing these strategies with their specific adult education students.

**Learning Goals**

- Identify evidence-based instructional strategies to assist students in reading and responding to constructed and extended responses in the content area of social studies.
- Identify strategies for teaching academic vocabulary.
- Discuss and reflect on learning with peers.
- Develop a plan on implementing strategies with specific adult education classrooms.

**Format:**

- Online Assessment of Prior Knowledge
- 5 weekly modules
- Online Assessment of Knowledge Gained

**Dates:**

- September 25- October 30, 2015, [Syllabus](#); **Course code: KYAE164Sep**
- January 22- February 26, 2016, [Syllabus](#); **Course code: KYAE164Jan**

**3. Engaging Students in Close Reading and Evidence-Based Writing for Science**

- Online, 12 hours, [Syllabi](#)
- Facilitator: Dawn Hanzel, CCLD, (859) 257-6095, [dawn.hanzel@uky.edu](mailto:dawn.hanzel@uky.edu)

**Purpose:** The purpose of this course will be to provide adult education instructors with strategies, tools, and resources to equip students with knowledge and skills to analyze and interpret science texts.

**Course Description:** Instructors will participate in online modules, where they will examine and apply a variety of evidence-based instructional strategies that will assist students in analyzing and interpreting life, physical, earth and space science writings, and respond to an extended response prompt. They will learn close reading strategies that will assist students in determining what a text says explicitly and make logical inferences citing specific textual evidence when writing or speaking to support conclusions drawn from the text. Participants will also learn strategies to teach academic vocabulary to students. They will complete activities and engage in discussions with peers on best practices in implementing these strategies with their specific adult education students.

**Learning Goals**

- Identify evidence-based instructional strategies to assist students in reading and responding to constructed and extended responses in the content area of science.
- Identify strategies for teaching academic vocabulary.
- Discuss and reflect on learning with peers.
- Develop a plan on implementing strategies with specific adult education classrooms.

**Format:**

- Online Assessment of Prior Knowledge
- 5 weekly modules
- Online Assessment of Knowledge Gained

**Dates:**

- October 16- November 20, 2015, [Syllabus](#); **Course code: KYAE165Oct**

- February 26- April 1, 2016, [Syllabus](#); Course code: KYAE165Feb

## English Language Acquisition (ELA, formerly ESL) Learners Choices

### 1. ELA/ESL Transitions

- Online, 12 hours, [Syllabus](#)
- Facilitator: Patricia Lovett, NCFL, (502) 584-1133, ext. 171, [plovett@familieslearning.org](mailto:plovett@familieslearning.org)

**Purpose:** To guide English language acquisition (ELA, formerly ESL) students as they transition across levels and on to GED® test preparatory curriculum.

#### **Learning Goals:**

- Describe factors influencing motivation in ELA (formerly ESL) students.
- Explain the progression of skills described in the NRS Educational Functioning Levels.
- Create a strategy for working with students as they transition through their education.

**Course Description:** As students begin their educational experience, it is not always clear exactly what their complete path will look like. This 6-week, facilitated online course provides instructors with a research base about motivational factors in the ELA student population. Instructors consider effective strategies for conferencing with students about their educational goals as well as encouraging them to transition to ever-higher levels. Introductory information about the 2014 GED® Test is presented to instructors, with an opportunity to connect ESL instruction to high school credentialing. Based on the interaction and instruction in the course, instructors design a classroom strategy to use with their students as they transition through education.

**Format:** 6-week, facilitated

#### **Dates:**

- September 14- October 23, 2015; Course code: KYAE168

### 2. Prepare Students for Citizenship and Beyond

- Online, 12 hours, [Syllabus](#)
- Facilitator: Patricia Lovett, NCFL, (502) 584-1133, ext. 171, [plovett@familieslearning.org](mailto:plovett@familieslearning.org)

**Purpose:** To prepare ELA (formerly ESL) students for the citizenship interview while developing skills necessary for continued academic and career success

#### **Learning Goals:**

- Explain the components of the citizenship interview.
- Correlate the Adult Citizenship Education Content Standards and Foundation Skills with College and Career Readiness Standards.
- Create a lesson that develops student readiness for the citizenship interview while incorporating CCR standards.

**Course Description:** In this online, facilitated course, instructors will examine the citizenship interview process as well as the Adult Citizenship Education Content Standards and Foundation Skills. Participants will interact with each other and the facilitator through a discussion forum and work to correlate these standards with the College and Career Readiness Standards. The course work culminates in each instructor's creation of a lesson plan aligned with both sets of standards that could be utilized in a citizenship interview preparatory class.

**Format:** 6-week, facilitated

#### **Dates:**

- January 25- March 4, 2016; Course code: KYAE169

### 3. Developing the Speaking and Listening Domains in Multi-Level, Multi-Language Classrooms

➤ **Blended**, 12 hours, [Syllabus](#)

➤ Facilitator: Patricia Lovett, NCFL, [plovett@familieslearning.org](mailto:plovett@familieslearning.org)

**Purpose:** To develop a basis of methodology for speaking and listening instruction that informs practical strategies for differentiated instruction in these domains.

#### **Learning Goals:**

- Describe a variety of instructional strategies for speaking instruction.
- Describe a variety of instructional strategies for listening instruction.
- Create NRS level-aligned activities for speaking and listening.

**Course Description:** This blended-delivery course engages participants in a 6-hour, face-to-face introduction to differentiated instruction as it applies to diverse ELA (formerly ESL) classrooms. In the subsequent 3 weeks, participants will deepen their understanding of the speaking and listening domains of language through online instruction and interaction. They will learn research-based strategies for instruction in both of these domains. Instructors will apply the strategies they learn to create a lesson for each of the domains that will align across the NRS levels.

**Number of PD hours:** This course consists of 6 hours of face-to-face collaboration followed by 3 weeks of online instruction. The total course time is 12 hours over 4 weeks.

#### **Dates:**

- October 23- November 13, 2015; **Course code: KYAE184Oct**
  - October 23, 2015 is the face-to-face training in Louisville, KY
- March 4-25, 2016; **Course code: KYAE184Mar**
  - March 4, 2016 is the face-to-face training in Louisville, KY

### General Choices

#### 1. Classroom Strategies and Practices- Part 1

➤ Online, 12 hours, [Syllabus](#)

➤ Facilitator: Gail Price, NCFL, (502) 584-1133, 112, [gprice@familieslearning.org](mailto:gprice@familieslearning.org)

**Purpose:** To develop classroom strategies and practices that will increase student learning and engagement.

#### **Learning Goals:**

- Describe a variety of instructional strategies used in the adult education classroom.
- Incorporate strategies and practices into instruction that enhances students' critical thinking skills.
- Explain several means of conducting formative assessment.

**Course Description:** This online, facilitated course provides instructors with an understanding of how to integrate research and best practices into effective classroom instruction. Participants will learn how to respond to students' individual and group needs, interests, and goals when developing instructional plans. A variety of instructional strategies and tools appropriate to the needs of learners are presented and participants will learn how to engage students in activities that require them to use critical thinking skills. Formative assessment is interwoven through the course. Participants will engage in interactive learning with their peers through the use of a discussion board. The online course consists of interactive learning activities and assigned reading. All participants will complete a pre- and post-assessment.

**Format:** 6-week, facilitated

#### **Dates:**

- September 14- October 23, 2015; **Course code: KYAE170P1**

## **2. Classroom Strategies and Practices- Part 2**

➤ Online, 12 hours, [Syllabus](#)

➤ Facilitator: Donna Elder, NCFL, (502) 584-1133, ext. 143, [delder@familieslearning.org](mailto:delder@familieslearning.org)

**Purpose:** To provide effective instruction in the adult education classroom.

### **Learning Goals:**

- Incorporate a variety of instructional strategies and practices into the adult education classroom.
- Evaluate the relationship of a specific instructional strategy to effectively teach a cognitive skill.
- Describe a means of differentiating instruction.

**Course Description:** This online, facilitated course provides instructors with an understanding of how to analyze lesson plans to ensure their strength and effectiveness. This course builds upon the content of Classroom Strategies and Practices- Part 1. Participants will learn additional instructional strategies, such as finding the main idea, summarizing reading material, and creating metaphors and analogies. Participants will engage in interactive learning with peers through the use of a discussion board. The online course consists of interactive learning activities and assigned reading. All participants will complete a pre- and post-assessment.

**Format:** 6-week, facilitated

### **Dates:**

- January 25- March 4, 2016; **Course code: KYAE170P2**

## **3. Strategies for Student Engagement**

➤ Online, 12 hours, [Syllabus](#)

➤ Facilitator: Donna Elder, NCFL, (502) 584-1133, ext. 143, [delder@familieslearning.org](mailto:delder@familieslearning.org)

**Purpose:** To understand and incorporate strategies for student engagement.

### **Learning Goals:**

- To explain the importance of and need for effective classroom management.
- To identify effective strategies for student engagement.
- To describe how an effective strategy for student engagement has been used in the classroom.

**Course Description:** This course is designed to provide adult education instructors with strategies to ensure that classroom lessons run smoothly. It introduces and reinforces strategies for student engagement in the adult education classroom. Strategies include checking for understanding, creating a safe environment, being aware of students' goals, academically challenging all students, incorporating differentiated instruction, and motivating students. It is a 12-hour, 6-week facilitated course that encourages interaction through a discussion forum. Participants will take both a pre- and post-assessment.

**Format:** 6-week, facilitated

### **Dates:**

- February 15- March 25, 2016; **Course code: KYAE171**

## **4. Employability Skills in the Contextualized Classroom- Part 1**

➤ Online, 12 hours, [Syllabus](#)

➤ Facilitator: Susie Roberts, [susie.roberts@hotmail.com](mailto:susie.roberts@hotmail.com)

**Purpose:** To increase adult education instructors' awareness of the importance of incorporating employability skills development in lessons.

**Learning Goals:**

- Understand the importance of employability standards.
- Describe what a contextualized classroom looks like.
- Incorporate employability skills in daily lessons.

**Course Description:** This is a facilitated course. It is interactive within the discussion forum. The course is designed to provide adult education instructors with awareness of incorporating employability skills in the classroom. The Workforce Innovation and Opportunity Act (WIOA) recognizes that the core purpose of adult education is to prepare individuals—*“particularly those hardest hit by the twists and turns of global competition, technological changes, economic isolation, or inadequate education opportunities”*—with the skills and knowledge needed to succeed in postsecondary education and the workforce. Participants in the course will define how employability skills can be incorporated into English language arts, mathematics, social studies and science classes. The course culminates with each participant creating a lesson plan that is representative of a topic they plan to teach and incorporating employability standards in their planning. All participants will complete a pre- and post-assessment.

**Format:** 6-week, facilitated

**Dates:**

- September 28- November 6, 2015; **Course code: KYAE172P1**

## 5. Employability Skills in the Contextualized Classroom- Part 2

- Online, 12 hours, [Syllabus](#)
- Facilitator: Susie Roberts, [susie.roberts@hotmail.com](mailto:susie.roberts@hotmail.com)

**Purpose:** To ensure the inclusion of employability standards and a work-ready focus in lesson planning.

**Learning Goals:**

- Review need for and use of employability standards in a lesson plan.
- Evaluate parts of a completed lesson plan to ensure strength of lesson and classroom effectiveness.
- Incorporate applicable assessment of employability skills.
- Prepare a lesson that is targeted to Focus Career.

**Course Description:** This is a facilitated course. It is interactive within the discussion forum. The course is designed for those adult education instructors and program managers who previously have participated in the Employability Skills Pilot Program or taken the online course *Employability Skills in the Contextualized Classroom*. This course provides participants with an opportunity to analyze parts of a completed lesson plan and revising it as necessary to reflect inclusion of employability skills. Participants will be exposed to applicable assessments of employability skills. They will review Kentucky’s Career Center’s Focus Career and will be asked to create their own Focus Career lesson.

**Format:** 6-week, facilitated

**Dates:**

- February 8- March 18, 2016; **Course code: KYAE172P2**

## 6. Engaging Students in Effective Learning Practices

- Online, 12 hours
- Facilitator: Dawn Hanzel, CCLD, (859) 257-6095, [dawn.hanzel@uky.edu](mailto:dawn.hanzel@uky.edu)

**Purpose:** The purpose of this course will be to provide adult education instructors with strategies, tools, and resources to equip students with knowledge and skills to take ownership of the learning process.



**Course Description:** Instructors will participate in online modules, where they will examine a variety of evidence-based instructional strategies that will assist students in taking ownership of the learning target, formatively assessing progress, and self-regulating learning to reach the learning target.

**Learning Goals:**

- Identify strategies to engage students in identifying and reaching the learning target.
- Analyze evidence-based practices in assisting students with developing higher-order, critical thinking skills that will result in self-regulation and achievement of learning goals.
- Discuss and reflect on learning with peers.
- Develop a plan on implementing strategies with specific adult education classrooms.

**Format:** 12 hours over a period of 5 weeks

- Online Assessment of Prior Knowledge
- 5 weekly modules
- Online Assessment of Knowledge Gained

**Dates:**

- October 16- November 20, 2015, [Syllabus](#); **Course code: KYAE166Oct**
- February 26- April 1, 2016, [Syllabus](#); **Course code: KYAE166Feb**

# Optional Professional Growth Opportunities (Electives)

The following elective enrichment PGOs may be taken as elective enrichment courses in addition to required courses. **PGOs do not count towards required or substitute for required PD.**

## Mini Tutorials

*These will be developed and made available on the KYAE website and can be Captivate-format, YouTube-format, archived webinars, etc. KYAE and the tutorials' developers will send out announcements as the tutorials are completed and available.*

## Reasoning through Language Arts (RLA, formerly English language arts (ELA))

- Adult diagnostic reading survey
- Constructed/extended response for RLA/Science/Social Studies (Series)
- Close reading for RLA/Science/Social Studies (Series)
- Differentiated Instruction
- Resources

## Instructional Technology

- Technology in the classroom
  - Google
    - Hangouts
    - Drive
  - Edmodo
  - Browsers
  - Fluency in platforms
  - YouTube
  - Making videos
  - Interactive white board
  - Bring your own devices (BYOD)
  - iPad- Android
  - Troubleshooting technology
  - QR codes for formative assessment and quick surveys
  - iPad screen sharing—both teacher-to-student and student-to-student
  - Making an interactive whiteboard out of a regular whiteboard and using BYOD in the activities
  - The KYAE Integrating Technology (KIT) self-evaluation
  - The KIT rubric

## General

- Employability standards and guide
- WIN University
- Accommodations- Dave Haugen webinar
- GED Ready™ test
- EdReady
- Student ownership of formative assessment
- Student persistence and mindsets
- Special learning needs

## Professional Growth Opportunities Online (Electives):

### 1. Adult Career Pathways: Developing Effective Bridge Programs (LINCS)- Course Code: KYAE173

- Online, non-facilitated, 2-3 hours
- KYAE Contact: Donna Potter, (502) 573-5114, ext. 121, [donna.potter@ky.gov](mailto:donna.potter@ky.gov)

**Purpose:** This course can help teachers develop and implement effective Adult Career Pathways bridge programs designed to help adult learners master the basic skill they need to advance to the next level of education, training, or entry-level employment in career fields that are in local or regional demand.

<https://courses.lincs.ed.gov>

#### **Learning Goals:**

- Understand bridge programs and its elements.
- Understand career pathways and identifying community partners.
- Develop a career pathway curriculum and connecting basic skills to workplace relevance.

**Course Description:** In this course, you will learn how to develop and implement effective Adult Career Pathways (ACP) bridge programs designed to help adult learners develop the basic skills they need to transition to the next level of education or entry-level employment in career fields with local demand.

In order for the instructor's participation to appear in the county KAERS PD Activity Report, select the **KYAE 173** on the [KYAE Course Catalog](#). Then, follow the **Additional Registration** below:

- 1) Go to [Lincs.ed.gov](https://lincs.ed.gov)
- 2) A first-time user will need to register and sign up for a password
- 3) Click on LINCS Learning Portal
- 4) Click on Professional Development (PD). This will take you to <https://lincs.ed.gov/1/>
- 5) You will then see the courses listed under Adult Career Pathways. All courses are self-paced.

### 2. Adult Career Pathways: Engaging Employers in Adult Career Pathways (LINCS)- Course Code: KYAE174

- Online, non-facilitated, 2 hours
- KYAE Contact: Donna Potter, (502) 573-5114, ext. 121, [donna.potter@ky.gov](mailto:donna.potter@ky.gov)

**Purpose:** Participants will learn how to identify, engage, and sustain engagement of appropriate employers in the development of career pathways programs.

#### **Learning Goals:**

- Create business education partnerships.
- Building a partnership with businesses.
- Sustaining the partnership.

**Course Description:** In this course, you will learn how to develop and implement effective Adult Career Pathways (ACP) bridge programs designed to help adult learners develop the basic skills they need to transition to the next level of education or entry-level employment in career fields with local demand.

In order for the instructor's participation to appear in the county KAERS PD Activity Report, select the **KYAE 174** on the [KYAE Course Catalog](#). Then, follow the **Additional Registration** below:

- 1) Go to [Lincs.ed.gov](https://lincs.ed.gov).
- 2) A first-time user will need to register and sign up for a password.
- 3) Click on LINCS Learning Portal.
- 4) Click on Professional Development (PD). This will take you to <https://lincs.ed.gov/1/>.
- 5) You will then see the courses listed under Adult Career Pathways. All courses are self-paced.

### 3. Adult Career Pathways: Integrating Career Counseling and Planning into Adult Education (LINCS)- Course Code: KYAE175

- Online, non-facilitated, 2 hours
- KYAE Contact: Donna Potter, (502) 573-5114, ext. 121, [donna.potter@ky.gov](mailto:donna.potter@ky.gov)

**Purpose:** This course is intended for adult educators, administrators, coaches, case managers, transition specialist, career counselors, and others working with adult learners seeking transition to the next step along a career pathway.

#### **Learning Goals:**

- How to develop career counseling and planning.
- How to understand and implement the individual career development process.
- How to transition students to employment and postsecondary education.

**Course Description:** The course is self-paced and features three modules: (1) Career Counseling and Planning Programs; (2) Individual Career Development Plan Process; and (3) Transition to Employment and Postsecondary Education.

In order for the instructor's participation to appear in the county KAERS PD Activity Report, select the **KYAE 175** on the [KYAE Course Catalog](#). Then, follow the **Additional Registration** below:

- 1) Go to [lincs.ed.gov](https://lincs.ed.gov).
- 2) A first time user will need to register and sign up for a password.
- 3) Click on LINCS Learning Portal.
- 4) Click on Professional Development (PD). This will take you to <https://lincs.ed.gov/1/>.
- 5) You will then see the courses listed under Adult Career Pathways. All courses are self-paced.

### 4. Adult Career Pathways: Designing Contextualized Instruction (LINCS)- Course Code: KYAE176

- Online, non-facilitated, 2-3 hours
- KYAE Contact: Donna Potter, (502) 573-5114, ext. 121, [donna.potter@ky.gov](mailto:donna.potter@ky.gov)

**Purpose:** In this course, participants will learn about contextualized instruction and its supporting research base. In addition, you will discover how to use the contextual model of instruction to develop Adult Career Pathways (ACP) courses, and how to identify and overcome common challenges in developing contextualized instruction.

#### **Learning Goals:** non-facilitated

- Describe a variety of instructional models for building contextualized lessons.
- Incorporate active learning strategies that include assignments and formative assessments to evaluate mastery of content and skills.

**Course Description:** The course is self-paced and features three modules: (1) Understanding Contextualized Instruction; (2) Building Contextualized Lessons; and (3) Overcoming Development Challenges.

In order for the instructor's participation to appear in the county KAERS PD Activity Report, select the **KYAE 176** on the [KYAE Course Catalog](#). Then, follow the **Additional Registration** below:

- 1) Go to [lincs.ed.gov](https://lincs.ed.gov).
- 2) A first time user will need to register and sign up for a password.
- 3) Click on LINCS Learning Portal.
- 4) Click on Professional Development (PD). This will take you to <https://lincs.ed.gov/1/>.
- 5) You will then see the courses listed under Adult Career Pathways. All courses are self-paced.

## **5. Adult Career Pathways: Building Strategic Partnerships (LINCS)-** Course Code: KYAE177

- Online, non-facilitated, 2-3 hours
- KYAE Contact: Donna Potter, (502) 573-5114, ext. 121, [donna.potter@ky.gov](mailto:donna.potter@ky.gov)

**Purpose:** This course is intended for program administrators and provides an opportunity to share stories and insights while learning about building and strengthening strategic partnerships.

### **Learning Goals:**

- Understand the purpose of partnerships, types of partners, and elements impacting partnerships.
- Describe how to assess the need for partnerships, collaborate with partners, and develop an action plan.
- Describe how to assess and strengthen partnerships.

**Course Description:** This non-facilitated course is intended for adult education program administrators interested in building new and strengthening existing partnerships essential for successful development and implementation of Adult Career Pathways programs and systems. The course is self-paced and features three modules: (1) Understanding Strategic Partnerships; (2) Engaging Strategic Partnerships; and (3) Sustaining Strategic Partnerships.

In order for the instructor's participation to appear in the county KAERS PD Activity Report, select the **KYAE 177** on the [KYAE Course Catalog](#). Then, follow the **Additional Registration** below:

- 1) Go to [lincs.ed.gov](https://lincs.ed.gov).
- 2) A first time user will need to register and sign up for a password.
- 3) Click on LINCS Learning Portal.
- 4) Click on Professional Development (PD). This will take you to <https://lincs.ed.gov/1/>.
- 5) You will then see the courses listed under Adult Career Pathways. All courses are self-paced.

## **6. SIA 1- Understanding the Standards We Teach-** Course Code: KYAE178

- Online, non-facilitated, 3-6 hours
- KYAE Contact: Gayle Box, (502) 573-5114, ext. 353, [gayle.box@ky.gov](mailto:gayle.box@ky.gov)

**Purpose:** To give adult education instructors the opportunity to delve into the meaning of the College and Career Readiness Standards (CCRS) through two concrete action steps: 1) unpacking the components of the CCRS and 2) aligning resources to the CCRS. Instructors will increase their understanding and ownership of the CCRS through this process.

### **Learning Goals:**

- To analyze the CCRS to understand the skills and knowledge adult education students need in preparation for college and career readiness.
- To develop or select instructional activities and materials that align with the CCR Standards.

**Course Description:** If standards are not taught in a clear and well-defined manner, it is unlikely that students will attain them. This online, non-facilitated course gives instructors the strategies and tools for understanding the meaning and intent of the standards – what knowledge and skills are to be taught and learned.

Module 1: Introduction

Module 2: Examining the Standards

Module 3: Unpacking the Standards

Module 4: More Guided Practice: Continuing the Unpacking

Module 5: Working Together and Independently

Module 6: Aligning College and Career Readiness Standards

## **7. SIA 2- Translating Standards into Curriculum: The Lead Standards Approach-** Course Code: KYAE179

- Online, non-facilitated, 3-6 hours
- KYAE Contact: Gayle Box, (502) 573-5114, ext. 353, [gayle.box@ky.gov](mailto:gayle.box@ky.gov)

**Purpose:** For instructors to take what they learned about the standards in SIA 1 to make sure they are supporting students in meeting the requirements of the College and Career Readiness Standards (CCRS). Instructors will learn to translate standards into curriculum that identifies essential areas of focus.

### **Learning Goals:**

- To analyze the CCRS using the lead standard approach.
- To understand that lead standards within the entire group of CCRS identify important areas of focus and can be used to develop instructional units and curriculum.
- To create a unit of instruction based on selected lead standard(s).
- To demonstrate understanding of lead standards and supporting standards in creating lesson plans from units of instruction.

**Course Description:** This online, non-facilitated course will help instructors create lessons that incorporate the standards as part of a unit of instruction. Identifying lead standards will help instructors to concentrate on key concepts and ideas so that student learning is focused and in-depth.

Module 1: Setting the Stage

Module 2: Working with Lead Standards – Guided Practice

Module 3: Working with Lead Standards – Independent Practice

Module 4: Developing Units of Instruction and Lessons

Module 5: Thinking About Your Lessons

Module 6: Taking a Deeper Look

## **8. SIA 3- Focus on Assignments: Working Together to Improve Teaching and Learning-** Course Code: KYAE180

- Online, non-facilitated, 3-6 hours
- KYAE Contact: Gayle Box, (502) 573-5114, ext. 353, [gayle.box@ky.gov](mailto:gayle.box@ky.gov)

**Purpose:** To increase adult education instructors understanding of formative assessment, and to equip them with a method for closing the gap between what students are learning and the expectations embodied in the CCRS.

### **Learning Goals:**

- To explain what formative assessment is and its purpose.
- To describe at least three ways to use formative assessment.
- To describe the experience of using a new way of checking for understanding/formative assessment.
- To use a rubric to evaluate a unit of instruction.
- To define a lesson target.
- To state the purpose for evaluating the effectiveness of assignments.
- To identify and use the five-step focus on assignments process.
- To describe the criteria for participating in a critical friends group.

**Course Description:** This online, non-facilitated course will help instructors incorporate formative assessment into their daily instruction while providing them with strategies and tools to connect their assignments and student work to standards in a relevant and engaging manner.

Module 1: Introduction to Formative Assessment

Module 2: Using Formative Assessment  
Module 3: Focus on Assignments  
Module 4: Working Together to Improve Teaching and Learning  
Module 5: Completing the Team Review  
Module 6: Team Feedback

**9. SIA 4- Observing Standards-in-Action-** Course Code: KYAE181

- Online, non-facilitated, 3-6 hours
- KYAE Contact: Gayle Box, (502) 573-5114, ext. 353, [gayle.box@ky.gov](mailto:gayle.box@ky.gov)

**Purpose:** To enable the program director/administrative team to recognize the components of good standards-based instruction, including the extent to which lesson content, instructional practices, and classroom assessments are effective and consistent with the demands of the standards

**Learning Goals:**

- To apply/complete the SIA Observation Tool for the five *Effective Teaching and Learning Practices* when observing the teaching of a lesson, identifying evidence of teaching practices, and determining the difference between practices that are “evident” and “not fully evident.”
- To aggregate and summarize observation data from observations.
- To determine professional development needs in collaboration with staff.

**Course Description:** This online, non-facilitated course will help instructors incorporate formative assessment into their daily instruction while providing them with strategies and tools to connect their assignments and student work to standards in a relevant and engaging manner.

Module 1: Understanding the SIA Observing Standards-in-Action process  
Module 2: Examining the Five Teaching and Learning Practices and Observation Tool  
Module 3: Preparing to Conduct Observations  
Module 4: Conducting Observations  
Module 5: Tabulating the Results and Identifying Areas for Professional Development  
Module 6: Providing Access to Professional Development and Monitoring Improvement



# Approved Conferences and Webinars

KYAE core services may be used by the program director to attend the annual COABE conference. Otherwise, **only performance funding** may be used by program directors or instructors to attend a conference listed in this section of the PD Handbook.

Programs seeking to send two or more persons to an approved conference must seek prior approval from KYAE. Program directors must send the completed [KYAE Conference Attendance Approval Form](#) to KYAE at [aepd@ky.gov](mailto:aepd@ky.gov).

## Costs that are not allowable include:

- Travel outside of the contiguous United States.
- Social events, excursions, etc.
- Hotel accommodations exceeding the length of the conference; for example, staying extra days before or after the conference for personal reasons.

KYAE recognizes the National Association for Adults with Special Learning Needs (NAASLN) webinars as valuable professional growth opportunities for adult educators. Counties may use KYAE performance or PD funding for staff to participate; **however, the webinars do not substitute for required PD.**

<http://www.naasln.org/webinars.htm>

## 2015-16 State Conferences

### Kentucky Association for Developmental Education Annual Conference

November 5-6, 2015

Jefferson Community & Technical College, Louisville

[www.the-kade.net/save-the-date/](http://www.the-kade.net/save-the-date/)

### Kentucky Center for Mathematics

March 7 -8, 2016

Marriott Griffin Gate, Lexington

[http://www.kentuckymathematics.org/annual\\_conference.php](http://www.kentuckymathematics.org/annual_conference.php)

### Kentucky Convergence Conference

November 12-13, 2015

Western Kentucky University

<http://kentuckyconvergence.org/>

### Kentucky Health Literacy Summit

October 7, 2015

University of Louisville, Shelby Campus

<http://healthliteracyky.org/summits.htm>

### Kentucky Society for Technology in Education Annual Conference

March 9-11, 2016

Galt House East, Louisville

<http://www.kyste.org/content2/2>

### Kentucky Teachers of English to Speakers of other Languages (TESOL)

October 2-3, 2015

Galt House, Louisville

<http://www.kytesol.org/kytesolfallconference>

**United States Citizenship and Immigration Services (USCIS) Training Seminars**

*Periodically, the USCIS offers a training seminar in Kentucky on the naturalization process. Should one become scheduled for 2015-16, it is approved.* <http://www.uscis.gov/citizenship>.

**2015-16 National Conferences**

**Association for Supervision and Curriculum Developers(ASCD)**

October 30-November 1, 2015

San Diego, California

<http://www.ascd.org/conferences.aspx>

**CASAS National Summer Institute**

June 2016 (specific date to be determined)

<http://www.casas.org/training-and-support/SI>

**Correctional Education Association Conference (CEA)**

*Only for those KYAE instructors and directors with a corrections program and enrollees*

TBA

<http://www.ceanational.org/conference.htm>

**COABE Annual Conference**

April 10-13, 2016

Dallas, Texas

<http://www.coabe.org/conference2016.html>

**Learning Disabilities Association of America 53rd Annual International Conference**

February 15-18, 2016

Orlando, Florida

<http://ldaamerica.org/events/annual-conference/>

**National College Transition Network (NCTN)**

November 9-11, 2015

Crowne Plaza Hotel, Providence, RI

<http://www.collegetransition.org/conferences.overview.html>

**National Center for Families Learning Conference**

TBD

<http://www.familieslearning.org/>

**National Council of Teachers of Mathematics 2015 Regional Conference & Exposition**

November 18-20, 2015

Music City Center and the Omni, Nashville, Tennessee

<http://www.nctm.org/Nashville/>

**U.S. Conference on Adult Literacy**

October 14-17, 2015

Charleston Convention Center

Charleston, South Carolina

<http://www.proliteracy.org/uscal>

# College Tuition Reimbursement

While funds are available, KYAE will reimburse up to \$1,300 per semester (not to exceed \$3,900 per program year), per adult education instructor or program director, for college tuition reimbursement of approved coursework.

**Priority consideration** will be given to full-time staff.

Reimbursements will be granted to part-time instructors as funds permit. In the application, part-time instructors **will also need to provide justification** for qualifying for the reimbursement, as well as how this tuition support will benefit their adult learners.

**August 1, 2015, is the Annual Application Deadline.** Applicants should complete the [2015-16 College Course Request for Approval Form](#) by the application deadline and identify their proposed coursework and semester(s) of study for the year. Those filing after the annual deadline will be considered if remaining funds are available.

Reimbursement is available for undergraduate coursework in English language, learning disabilities, education, reading, language arts, science, social studies, mathematics and social work; and for graduate level courses to earn a master's degree in linguistics, English language, adult education, arts in teaching, reading, language arts, science, social studies, mathematics, or social work.

Programs **may not use KYAE funds** for college tuition reimbursement.

- Reimbursement will apply to Kentucky's public postsecondary institutions only.
- The courses must be approved by KYAE by the Annual Application Deadline and **before the first day of class**.
- Staff eligible for an employer or a fiscal agent tuition waiver, are not eligible for KYAE college tuition reimbursement.
- The program director must send the completed [2015-16 College Course Request for Approval Form](#) to [aepd@ky.gov](mailto:aepd@ky.gov).
- For approved requests in undergraduate courses, the staff member must earn a letter grade of "C" or better. For a graduate course, the staff member must earn a letter grade of "B" or better.
- Reimbursement will be made to the employee's program and not to individuals. It is the responsibility of the local program to reimburse their employee for college tuition.
- The program director will provide a copy of the college tuition expense as part of the KYAE-10 invoice along with a copy of the transcript showing completion of the course at the grade levels listed above. KYAE will reimburse fiscal agents only. A copy of the transcript must also be filed in the staff personnel file.
- In the event that an employee, having received KYAE tuition reimbursement, does not continue in employment at the adult education program for a six-month period following completion of a course, the employee shall repay KYAE for the cost of the educational assistance. All materials for reimbursement must be received by the final invoice date.
- An employee who is laid-off shall not be obligated to the six-month service obligation clause and shall not have to repay educational assistance funds provided the previous semester.
- KYAE is authorized to recover education assistance funds expended if:
  - The course(s) is (are) dropped, regardless of cause, without prior approval of the appointing authority or his/her designee.
  - The employee is dismissed for cause or resigns or retires prior to completion of a six-month service obligation after completion of the course or during the course.

## PD Funds and Local Professional Development

Prior written approval from KYAE is required for using the PD allocation (in core services) to support additional PD once the expenses of the KYAE PD requirements are met. The request must arrive prior to the local professional growth opportunity event. Program directors will complete and send the [2015-16 Local Professional Development Request for Approval Form](#) to [aepd@ky.gov](mailto:aepd@ky.gov). The request form **must arrive prior** to the local professional growth opportunity event and include:

- PD activity topic, description and date
- Qualifications of presenter
- Adult education participants (names, titles and e-mail addresses), including participants from other local adult education programs if applicable
- Reason for the local PD
- Cost

## Exemptions to PD Requirements

There are extenuating instances when a required PD event is missed, such as a recent death in the family or a serious illness. Program directors, assistant directors, and instructors may seek exemption from PD requirements due to extenuating circumstances.

Exemption requests for instructors must be submitted by the program director. Requests for PD exemptions must be received **within 10 days** of the first missed PD event. The director will send the completed [2015-16 Professional Development Exemption Request Form](#) to KYAE at [aepd@ky.gov](mailto:aepd@ky.gov).

Program directors requesting their **own** exemption must have **their fiscal agent send** in the completed [2015-16 Professional Development Exemption Request Form](#) to KYAE at [aepd@ky.gov](mailto:aepd@ky.gov) within 10 days of the first missed PD event.

If an exemption request is approved, the director will file a copy of the approval in the appropriate staff folder.